# Stage 1 Child Studies

**ASSESSMENT 3 – GROUP ACTIVITY**

**Childcare Play Activities**

**Area of Study 2: Children in Wider Society**

**Description of assessment:**

**In this assessment you will be working on a group task (tick off as you complete)**

* You will go to a child care centre where you will work with children and staff.
* In the fourth week of visiting, you will work in a small group to prepare and present a play activity for the children – a “Play Day”. **(Line 2 – 4th May; Line 3-5th May)**
* Before the “Play Day” you will write a collaborative action plan with your group – this will be done in class, under supervision **(Friday 29th April.)**
* On the ‘play day’ you will be assessed on how you contribute to the whole group activity
* When it is over, you will write an individual evaluation of the group task.

**You need to: (tick off as you complete)**

* Pay your subject costs so that we can travel by bus to the centre
* Fill in and return your permission slip before the holidays
* Find a small group of 3 people to work with
* **Work with your small group on the following task:- (suggestion – each person does one section of the research)**

### Investigate the stages of child development including physical, social, emotional and cognitive development. (who is doing this?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

### Explore the types of play activities that promote physical, social, emotional and cognitive development in children 6-12 months, 18-30 months and 3-5 years.

### (who is doing this?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

### Explore the role of childcare centres in the socialisation and development of children.

### (who is doing this?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

* **Collate this information into a document such as a research table, summarise the main points.**

### *Use this information to help you to contribute to the next part of the task*

### As a whole class, plan a range of activities that are:-

### suitable for each of these age groups

### that promote physical, social, emotional or cognitive development.

### meet the Early Learning Framework requirements

**EACH SMALL GROUP WILL DO A DIFFERENT ACTIVITY**

* **When planning the activities to be undertaken you need to consider**:
* The age and stage of development of the children
* Activities suitable for each age group
* The number of activities
* The roles and responsibilities of team members
* development and implementation of safe management practices.
* selection and use of appropriate materials for practical activities.
* application of knowledge and skills.

### In your small group you will write a collaborative action plan, in class, under supervision. You will need to be prepared for this lesson on Friday 29th April. It is essential that you are not absent as this is part of your summative assessment.

*A collaborative action plan or a collaborative research task must involve all members of the group. Students should have opportunities to respond constructively to other group members and to share responsibilities in decision-making*

**The collaborative action plan includes:**

* an outline of the issue(s) discussed – *what influenced your choice of activity?*
* decisions made about what action to take – *what activity did you decide to do?*
* a justification of what the students intend to do – *how is this suitable for the play day?*
* an outline of implementation strategies – *what do you need to do – who will do what?*
* An outline of the shared decision making process – *how did you decide what to do?*
* **Carry out the play session during a 50 minute session at the child care centre**
* Prepare and transport necessary equipment
* Document the session using photographs
* Clean up and remove equipment afterwards
* **On completion of the practical task write an evaluation where you:**
* reflect on your performance in relation to the processes and outcomes of practical activities, i.e. consider the decision making processes, your management processes and the final result.
* reflect on your performance in relation to the processes and outcomes of the group activity i.e. consider the decision making processes, the team work, your management processes and the final result.
* consider possible improvements that could be made? What would they be?

***Assessment Conditions***

The collaborative action plan and evaluation may be presented in written, oral, or multimodal form. **Each** action plan and evaluation should be a **maximum of 400 words** if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

**FINAL GRADE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Performance Standards for Stage 1 Child Studies

**Investigation - the specific features are as follows:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Productive, well-planned, and well-organised investigation of contemporary issues related to the safety, health, and well-being of young children. | Mostly productive, planned, and organised investigation of contemporary issues related to the safety, health, and well-being of young children. | Competent and generally organised investigation of contemporary issues related to the safety, health, and well-being of young children. | Some basic investigation of one or more aspects of a contemporary issue related to the safety, health, and well-being of young children. | Attempted investigation of an aspect of the safety, health, or well-being of young children.  **No Evidence** |

I1 Investigation of contemporary issues related to the safety, health, and well-being of young children.

**Problem Solving - the specific features are as follows**:

P1 Identification and discussion of factors involved in problem-solving

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Astute identification and discussion of a range of factors involved in problem-solving | Well-informed identification and discussion of a range of factors involved in problem-solving. | Informed identification and discussion of some factors involved in solving mostly familiar problems. | Identification and discussion of one or more factors involved in solving familiar problems. | Identification of one or more factors involved in solving a familiar problem. **No Evidence** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Astute and very appropriate decision-making about problem-solving and implementation strategies. | Well-considered and appropriate decision-making about problem-solving and implementation strategies. | Generally appropriate decision-making about problem-solving and implementation strategies | Some basic and inconsistent decision-making about problem-solving and/or implementation strategies. | Attempted decision-making about a problem-solving or implementation strategy.  **No Evidence** |

P2 Decision-making about problem-solving and implementation strategies.

P3 Justification of decisions about problem-solving and implementation strategies.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Clear and very relevant justification of decisions about problem-solving and implementation strategies. | Mostly clear and relevant justification of decisions about problem-solving and implementation strategies. | Generally relevant justification of decisions about problem-solving and implementation strategies, with some clarity. | Some description and partial justification of one or more problem-solving and/or implementation strategies. | Attempted description of one or more problem-solving or implementation strategies. **No Evidence** |

**Practical Application - the specific features are as follows:**

PA1 Development and implementation of safe management practices.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A** | **B** | | **C** | **D** | **E** |
| Astute use of initiative in the development and implementation of safe management practices. | | Thoughtful development and implementation of safe management practices. | Competent development and implementation of safe management practices. | Some development and implementation of basic safe management practices. | Attempted development or implementation of basic safe management practices. **No Evidence** |

PA2 Selection and use of appropriate technology for practical activities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Logical selection and use of appropriate technology for practical activities. | Mostly logical selection and use of appropriate technology for practical activities. | Appropriate selection and use of technology for practical activities | Identification and some use of technology for practical activities | Limited use of technology in practical activities.  **No Evidence** |

PA3 Application of knowledge and practical skills.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Constructive and sustained application of knowledge and practical skills. | Logical and well-considered application of knowledge and practical skills. | Considered application of knowledge and practical skills. | Some application of basic knowledge and practical skills | Limited application of basic knowledge or practical skills.  **No Evidence** |

Collaboration - the specific features are as follows:

C1 Response to other group members, and sharing in decision-making.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Inclusive response to other group members, and responsible and sustained sharing in decision-making. | Thoughtful response to other group members, and responsible sharing in decision-making. | Generally thoughtful response to other group members, and some responsible sharing in decision-making. | Basic response to other group members some of the time, and some sharing in simple decision-making. | Limited response to other group members, with limited involvement in any decision-making.  **No Evidence** |

C2 Involvement in group activities and discussions to support the health and well-being of children.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Proactive and perceptive involvement in group activities and discussions to support the health and well-being of children | Active and thoughtful involvement in group activities and discussions to support the health and well-being of children. | Appropriate involvement in group activities and discussions to support the health and well-being of children. | Some basic involvement in group activities or discussions to support the health and well-being of children. | Attempted involvement in one or more aspects of group activities or discussions to support the health and well-being of children **No Evidence** |

Reflection - the specific features are as follows:

R1 Reflection on the processes and outcomes of practical and group activities, including their own performance.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Insightful reflection on the processes and outcomes of practical and group activities, including their own performance. | Thoughtful reflection on the processes and outcomes of practical and group activities, including their own performance. | Considered reflection on the processes and outcomes of practical and group activities, including their own performance. | Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance. | Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance. **No Evidence** |

**Grade: A B C D E**

**Comment:**